

Notes from UCET conference—Tom Nickel
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Online Classes—Lessons Learned

The role of the online instructor didn't fit into the regular mode of teaching at the university. Different agendas. Bring the world to the classroom.

1. Everybody has an agenda
2. Online learners can get very upset, angry about what they think should be happening or isn't happening because of some problem, usually with technology.
3. On-line learner can procrastinate. 3 Ingredients for learning.
 - a. Failure happens. Try new things, figure it out.
 - b. Emotional input is part of the equation, both from the teacher and the student.
 - c. Motivation, again by instructor and student must happen.
4. Don't panic and try to fix everything.
5. Be careful about expectations for participants.
6. Synchronous activities are crucial for the success of the class. Several factors to consider.
 - a. The blend of timing between asynchronous and synchronous events. When to have them, where, how often, etc.
 - b. Synchronous events create community. Community is a social dimension.
7. New technology does not necessarily replace old technology. The phones and the mail system still work—quite well!
8. Asynchronous lesson activities are where the work gets done. Need discussion moderators. Moderators not necessarily the teacher—but students.
9. Discussion proceeds better when there is a shared basis of information. An informed opinion is helpful for discussion.
10. Get the content of the class—FREE—from the web.
 - a. Courselets are coming.
 - b. Free content.
 - c. Do we feel threatened with free content?
 - d. Use the resources but not be used by them.
11. Turn the course over to the students—Pay attention to...
 - a. Scaffolding—build upon preexisting information and skills.
 - b. Management of the class can be divided.
 - i. Writing the story. Being creative. Using thinking skills
 - ii. Culling ideas out of stories.
 - iii. Voting on results to summarize.
12. Use humor early and often.